# *Author and Title Index*

# *TESOL Quarterly, Volumes 15-16 (1981-1982)*


Alptekin, Cem, Sociopsychological and Pedagogic Consideration in L2 Acquisition, Vol. 15, No. 3, p. 275.

Bachman, Lyle F., The Trait Structure of Cloze Test Scores, Vol. 16, No. 1, p. 61.

Bachman, Lyle F. and Adrian S. Palmer, The Construct Validation of Some Components of Communicative Proficiency, Vol. 16, No. 4, p. 449.

Bailey, Nathalie, Miriam Eisenstein, Carolyn Madden, It Takes Two: Contrasting Tasks and Contrasting Structures, Vol. 16, No. 3, p. 381.

Baxter, James and Deena Levine, Review: John Twitchin, *Crosstalk*, Vol. 16, No. 2, par. 245.

Bean, Thomas W., Lyndon W. Searfoss and Christine C. Smith, An Integrated Language Strategy for Second Language Learners, Vol. 15, No. 4, p. 383.

Blau, Eileen K., The Effect of Syntax on Readability for ESL Students in Puerto Rico, Vol. 16, No. 4, p. 517.

Boeckel, K., Review: Bausch, *Beitraege zur Didaktischen Grammatik*, Vol. 15, No. 2, p. 196.

Bofman, T. Review: Stevick, *A Way and Ways*, Vol. 15, No. 1, p. 67.

Bradley, Curtis, H. and Joan Friedenberg, Communication Skills for the Adult ESL Student: A Micro-counseling Approach, Vol. 15, No. 4, p. 403.

Brock, B., Review: Byrd, et al., *Guide to Academic Libraries for Students of English as a Second Language*, Vol. 15, No. 2, p. 198.

Brodkey, Dean and Rodney Young, Composition Correctness Scores, Vol. 15, No. 2, p. 159.

Cardelle, Maria and Lyn Corno, Effects on Second Language Learning of Variations in Written Feedback on Homework Assignments, Vol. 15, No. 2, p. 251.

Cargill-Power, C., Review: Arnaudet and Barrett, *Paragraph Development: A Guide for Students of English as a Second Language*, Vol. 15, No. 2, p. 189.

Carrell, Patricia L., Cohesion is not Coherence, Vol. 16, No. 4, p. 479.

Carpenter, Cristin and Judy Hunter, Functional Exercises: Improving Overall Coherence in ESL Writing, Vol. 15, No. 4, p. 425.

Chenoweth, N. Ann, Ann E. Chun. Richard R. Day, Stuart Luppescu, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4. p. 537.

Christie, Michael, Kathy Gale, David McClay, and Stephen Harris, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

Christison, M.A., Review: Bessano, *Sounds Easy; Consonants Sound Easy*, Vol. 15, No. 3, p. 342.

Chun, Ann E., Richard R. Day, N. Ann Chenoweth, Stuart Luppescu, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4, p. 537.

Clarke, Mark A., On Bandwagons, Tyranny, and Common Sense, Vol. 16, No. 4, p. 437.

Cohen, Andrew D., Coordinator, Neurolinguistics and Second Language Acquisition, Vol. 16, No. 3, p. 305.

Corno, Lyn and Maria Cardelle, Effects on Second Language Learning of Vari-

ations in Written Feedback on Homework Assignments, Vol. 15, No. 3, p. 251.

Cziko, Gary A., Improving the Psychometric, Criterion-Referenced, and Practical Qualities of Integrative Language Tests, Vol. 16, No. 3, p. 367.

Damen, Louise, Review: Patricia Byrd, Carol A. Drum, and Barbara Jean Wittkopf: *Guide to Academic Libraries in the United States for Students of English as a Second Language*, Vol. 15, No. 4, p. 472.

Davies, A., Review: Munby, *Communicative Syllabus Design*, Vol. 15, No. 3, p. 332.

Day, Richard R., Silence and the ESL Child, Vol. 15, No. 1, p. 35.

Day, R.R., Review: Evans, *The Micro Millennium*, Vol. 15, No. 1, p. 73.

Day, Richard R., Review: R.A. Hudson: *Sociolinguistics*, Vol. 16, No. 1, p. 91.

Day, Richard R., Ann E. Chun, N. Ann Chenoweth, Stuart Luppescu, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4, p. 537.

de Bot, Kees and Kate Mailfert, The Teaching of Intonation: Fundamental Research and Classroom Applications, Vol. 16, No. 1, p. 71.

Di Pietro, Robert J., Discourse and Real-Life Roles in the ESL Classroom, Vol. 15, No. 1, p. 27.

Di Petro, Robert J., The Open-Ended Scenario: A New Approach to Conversation, Vol. 16, No. 1, p. 15.

Donahue, Meghan and Adelaide Heyde Parsons, The Use of Roleplay to Overcome Cultural Fatigue, Vol. 16, No. 3, p. 359.

Edelsky, Carole, Writing in a Bilingual Program: The Relation of L1 and L2 Texts, Vol. 16, No. 2, p. 211.

Eisenstein, Miriam, Nathalie Bailey, Carolyn Madden, It Takes Two: Contrasting Tasks and Contrasting Structures, Vol. 16, No. 3, p. 381.

El-Rifai, Mohamed Ahmed, Henning, Grant H., Ghawaby, Samira M., Saadalla, Willam Zaki, Ramzay Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Farhady, Hossein, Measures of Language Proficiency from the Learner's Perspective, Vol. 16, No. 1, p. 43.

Ferris, M. Roger and Robert L. Politzer, Effects of Early and Delayed Second Language Acquisition: English Composition Skills of Spanish-Speaking Junior High School Students, Vol. 15, No. 3, p. 263.

Flege, James Emil, The Phonological Basis of Foreign Accent: A Hypothesis, Vol. 15, No. 4, p. 443.

Fraser, Bruce, Insulting Problems in a Second Language, Vol. 15, No. 4, p. 435.

Freeman, Donald, Observing Teachers: Three Approaches to In-Service Training and Development, Vol. 16, No. 1, p. 21.

Friedenberg, Joan and Curtis H. Bradley, Communication Skills for the Adult ESL Student: A Micro-counseling Approach, Vol. 15, No. 4, p. 403.

Gage, Julia and David Prince, Vocational English: Preparing for a First Job, Vol. 16, No. 3, p. 349.

Gale, Kathy, David McClay, Michael Christie, and Stephen Harris, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

Genesee, Fred, Experimental Neuropsychological Research on Second Language Processing, Vol. 16, No. 3, p. 315.

Ghawaby, Samira M., Henning, Grant H., Willam Zaki Saadalla, Mohamed Ahmed El-Rifai, Ramzy Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Gunterman, Gail, Review: Dorothy S. Brown: *A World of Books: An Annotated Reading List for ESL Students*, Vol. 16, No. 1, p. 95.

Hamp-Lyons, Elizabeth, Review: D. Baumwoll and R.L. Saitz, *Advanced Reading and Writing 2nd Edition;* Joan Young Gregg, *Communication and Culture*; London: Oxford University Press, *Discourse in Action (Reading and Thinking in English, Book 4)*; Austin Flint, *Insights*; E. Margaret Boudoin et al., Readers Choice; Michael H. Long et al., *Reading English For Academic*

*Study*; Amy L. Sonka, *Skillful Reading*, Vol. 16, No. 2, p. 253.

Hannallah, Ramzy Kamel, Grant H. Henning, Samira M. Ghawaby, William Zaki Saadalla, Mohamed Ahmed El-Rifai, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Harris, Stephen, Kathy Gale, David McClay, and Michael Chrisite, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

Hefernik, Johnnie Johnson, Review: Ronald Mackay and Joe Darwin Palmer (Eds.): *Languages for Specific Purposes: Program Design and Evaluation*, Vol. 16, No. 1, p. 93.

Henning, Grant H., Samira M. Ghawaby, William Zaki Saadalla, Mohamed Ahmed El-Rifai, Ramzy Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Henning, Grant H., Growth-Referenced Evaluation of Foreign Language Instruction Programs, Vol. 16, No. 4, p. 467.

Hill, Susan S., Betty F. Soppelsa, Gregory K. West, Teaching ESL Students to Read and Write Experimental-Research Papers, Vol. 16, No. 3, p. 333.

Hinojosa, Eduardo, Review: Karl Drobnic, Sharon Abrams, and Majorie Morray: *SCI TECH-Reading and Writing the English of Science and Technology*, Vol. 15, No. 4, p. 467.

Homburg, T.J. and Spaan, M.C., Review: *Understanding TOEFL: Test Kit 1*, Vol. 15, No. 1, p. 75.

Hunter, Judy and Cristin Carpenter, Functional Exercises: Improving Overall Coherence in ESL Writing, Vol. 15, No. 4, p. 425.

Jacobs, Suzanne E., Rhetorical Information as Predication, Vol. 15, No. 3, p. 237.

Johns, Ann M., Necessary English: A Faculty Survey, Vol. 15, No. 1, p. 51.

Johns, A.M., Review: Godman and Payne, *Longman Dictionary of Scientific Usage*, Vol. 15, No. 3, p. 338.

Johnson, Patricia, Effects on Reading Comprehension of Language Complexity and Cultural Background of a Text, Vol. 15, No. 2, p. 169.

Johnson, Patricia, Effects on Reading Comprehension of Building Background Knowledge, Vol. 16, No. 4, p. 503.

Judd, Elliot L., Language Policy, Curriculum Development, and TESOL Instruction: A Search for Compatibility, Vol. 15, No. 1, p. 59.

Kahn, B., Review: Baudoin, et al., *Reader's Choice: A Reading Skills Textbook for Students of English as a Second Language*, Vol. 15, No. 1, p. 78.

Kleinmann, Howard H., External Influences and their Neutralization in Second Language Acquisition: A Look at Adult Indochinese Refugees, Vol. 16, No. 2, p. 239.

Leki, Ilona, Review: Betty S. Azar, *Understanding and Using English Grammar*, Vol. 16, No. 4, p. 549.

Levine, Deena and James Baxter, Review: John Twitchin, *Crosstalk*, Vol. 16, No. 2, p. 245.

Luppescu, Stuart, Ann E. Chun, Richard R. Day, N. Ann Chenoweth, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4, p. 537.

MacKinnon, B., Review: Arabski, *Errors as Indications of the Development of Interlanguage*, Vol. 15, No. 2, p. 195.

Madden, Carolyn, Miriam Eisenstein, Nathalie Bailey, It Takes Two: Contrasting Tasks and Contrasting Structures, Vol. 16, No. 3, p. 381.

Mailfert, Kate and Kees de Bot, The Teaching of Intonation: Fundamental Research and Classroom Applications, Vol. 16, No. 1, p. 71.

Mattar, Mohamed Said, Grant H. Henning, Samira M. Ghawaby, Willam Zaki Saadalla, Mohamed Ahmed El-Rifai, Ramzay Kamel Hannallah, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Matthews, Deborah Deane, Review: Gary James, Charles G. Whitley, and Sharon Bode: *Listening In and Speaking Out*, Vol. 16, No. 3, p. 395.

McClay, David, Kathy Gale, Michael Christie, and Stephen Harris, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

McCleary, L., Review: Castro and Kimbrough, *In Touch: A Beginning American English Series*, Vol. 15, No. 2, p. 191.
McKay, Sandra, Literature in the ESL Classroom, Vol. 16, No. 4, p. 529.
Mohr, E.V., Review: Nash, et al., (Eds.), *Readings in Spanish-English Contrastive Linguistics Volume II*, Vol. 15, No. 1, p. 69.
Morsbach, Gisela, Cross-Cultural Comparison of Second Language Learning: The Development of Comprehension of English Structures by Japanese and German Children, Vol. 15, No. 2, p. 183.
Palmer, Adrian S. and Lyle F. Bachman, The Construct Validation of Some Components of Communicative Proficiency, Vol. 16, No. 4, p. 449.
Parsons, Adelaid Heyde and Meghan Donahue, The Use of Roleplay to Overcome Cultural Fatigue, Vol. 16, No. 3, p. 359.
Pearson, Christine R., Advanced Academic Skills in the Low-Level ESL Class, Vol. 15, No. 4, p. 413.
Pechilis, Kay D., Review: Mary Ann Christison and Sharon Bassano, *Look Who's Talking*, Vol. 16, No. 4, p. 551.
Penfield, Joyce, Review: Alan Maley and Allan Duff: *Drama Techniques in Language Learning*, Vol. 16, No. 1, p. 96.
Piotrowski, Maryann V., Business as Usual: Using the Case Method to Teach ESL to Executives, Vol. 16, No. 2, p. 229.
Plaister, Ted, Review: Yoko Nomura: *Pinch & Ouch: English through Drama*, Vol. 16, No. 3, p. 401.
Politzer, Robert L. and M. Roger Ferris, Effects of Early and Delayed Second Language Acquisition: English Composition Skills of Spanish-Speaking Junior High School Students, Vol. 15, No. 3, p. 263.
Preston, Dennis R., The Ethnography of TESOL, Vol. 15, No. 2, p. 105.
Preston, William, Poetry Ideas in Teaching Literature and Writing to Foreign Students, Vol. 16, No. 4, p. 489.
Prince, David and Julia Gage, Vocational English: Preparing for a First Job, Vol. 16, No. 3, p. 349.

Qazi, C., Review: Dubin and Olshtain, *Reading by all Means*, Vol. 15, No. 3, p. 340.

Ramsay, Robert M., A Technique for Interlingual Lexico-Semantic Comparison: The Lexigram, Vol. 15, No. 1, p. 15.
Richards, Jack C., Introducing the Progressive, Vol. 15, No. 4, p. 391.
Richards, Jack C. and Ted Rodgers, Method: Approach, Design, and Procedure, Vol. 16, No. 2, p. 153.
Roca, Anna, Review: Robert B. Kaplan, Randall L. Jones, and G. Richard Tucker, (Eds.): *Annual Review of Applied Linguistics (ARAL)*, Vol. 16, No. 3, p. 398.
Rodgers, Ted and Jack C. Richards, Method: Approach, Design, and Procedure, Vol. 16, No. 2, p. 153.

Saadalla, Willam Zaki, Henning, Grant, H., Ghawaby, Samira M., Mohamed Ahmed El-Rifai, Ramzy Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.
Schachter, Jacquelyn, The Hand Signal System, Vol. 15, No. 2, p. 125.
Schofield, Phil, Using the English Dictionary for Comprehension, Vol. 16, No. 2, p. 185.
Scovel, Thomas, Questions Concerning the Application of Neurolinguistic Research to Second Language Learning/Teaching, Vol. 16, No. 3, p. 323.
Searfoss, Lyndon W., Christine C. Smith and Thomas W. Bean, An Integrated Language Strategy for Second Language Learners, Vol. 15, No. 4, p. 383.
Seliger, Herbert W., On the Possible Role of the Right Hemisphere in Second Language Acquisition, Vol. 16, No. 3, p. 307.
Shuy, Roger W., Variability and the Public Image of Language, Vol. 15, No. 3, p. 315.
Smith, Christine C., Lyndon W. Searfoss and Thomas W. Bean, An Integrated Language Strategy for Second Language Learners, Vol. 15, No. 4, p. 383.
Soppelsa, Betty F., Susan S. Hill, Gregory K. West, Teaching ESL Students to Read and Write Experimental-Research Papers, Vol. 16, No. 3, p. 333.
Spaan, M.C. and Homburg, T.J., Review: *Understanding TOEFL: Test Kit 1*, Vol. 15, No. 1, p. 75.

Spolsky, Bernard, Sociolinguistics of Literacy, Bilingual Education, and TESOL, Vol. 16, No. 1, p. 141.

Tarone, Elaine, Some Thoughts on the Notion of Communication Strategy, Vol. 15, No. 3, p. 285.

Taylor, Barry P., Content and Written Form: A Two-Way Street, Vol. 15, No. 1, p. 5.

Taylor, Barry P., In Search of Real Reality, Vol. 16, No. 1, p. 29.

Taylor, Harvey M., Learning to Listen to English, Vol. 15, No. 1, p. 41.

Thurgood, G., Review: Brumfit and Johnson (Eds.), *The Communicative Approach to Language Teaching*, Vol. 15, No. 3, p. 327.

Van Trieste, Robert F., Review: Allen Kent Dart: *ESL Grammar Handbook for Intermediate to Advanced Students of English as a Second Language*, Vol. 16, No. 3, p. 399.

Wallace, M.J., Toward a Skill-Based Analysis of EFL Teaching Skills, Vol. 15, No. 2, p. 151.

Walmsley, John B., Teacher Value Systems, Vol. 16, No. 1, p. 79.

Watson, Cynthia B., The Use and Abuse of Models in the ESL Writing Class, Vol. 16, No. 1, p. 5.

Weaver, J.E., Review: Oller, Jr., *Language Tests at School*, Vol. 15, No. 3, p. 336.

West, Gregory K., Susan S. Hill, Betty F. Soppelsa, Teaching ESL Students to Read and Write Experimental-Research Papers, Vol. 16, No. 3, p. 333.

Wolfson, Nessa, Compliments in Cross-Cultural Perspective, Vol. 15, No. 2, p. 117.

Young, Rodney and Dean Brodkey, Composition Correctness Scores, Vol. 15, No. 2, p. 159.

Zamel, Vivian, Cybernetics: A Model for Feedback in the ESL Classroom, Vol. 15, No. 2, p. 139.

Zamel, Vivian, Review: Alice C. Pack and Lynn E. Henrichsen: *Sentence Combination: Writing and Combining Standard English Sentences: Book II*, Vol. 15, No. 4, p. 468.

Zamel, Vivian, Writing: The Process of Discovering Meaning, Vol. 16, No. 2, p. 195.

Zobl, Helmut, A Direction for Contrastive Analysis: The Comparative Study of Developmental Sequences, Vol. 16, No. 2, p. 169.

# *Index of Books Reviewed*


Arabski, Janvsz, *Errors as Indications of the Development of Interlanguage*, (B. MacKinnon), Vol. 15, No. 2, p. 195.

Arnaudet Martin L. and Mary Ellen Barrett, *Paragraph Development: A Guide for Students of English as a Second Language* (C. Cargill-Power), Vol. 15, No. 2, p. 189.

Azar, Betty S., *Understanding and Using English Grammar* (Ilona Leki), Vol. 16, No. 4, p. 549.

Bassano, Sharron, *Sounds Easy; Consonants Sounds Easy* (M.A. Christison), Vol. 15, No. 3, p. 342.

Baudoin, E. Margaret et al., *Reader's Choice: A Reading Skills Textbook for Students of English as a Second Language* (B. Kahn), Vol. 15, No. 1, p. 78; (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Baumwoll, D. and R.L. Saitz, *Advanced Reading and Writing, 2nd Edition* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Bausch, Carl Richard, *Beitraege zur Didaktischen Grammatik* (K. Boeckel), Vol. 15, No. 2, p. 196.

Brown, Dorothy S., *A World of Books: An Annotated Reading List for ESL Students* (G. Gunterman), Vol. 16, No. 1, p. 95.

Brumfit, C. J. and K. Johnson, (Eds.), *The Communicative Approach to Language Teaching* (G. Thurgood), Vol. 15, No. 3, p. 327.

Byrd, Patricia, Carol A. Drum and Barbara Jean Wittkopf, *Guide to Academic Libraries in the United States for Students of English as a Second Language* (L. Damen), Vol. 15, No. 4. p. 472; (B. Brock), Vol. 15, No. 2, p. 198.

Castro, Oscar and Victoria Kimbrough, *In Touch: A Beginning American English Series* (L. McCleary), Vol. 15, No. 2, p. 191.

Dart, Allen Kent, *ESL Grammar Handbook for Intermediate to Advanced Students of English as a Second Language* (R.F. Van Trieste), Vol. 16, No. 3, p. 399.

*Discourse in Action (Reading and Thinking in English; Book 4)* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Drobnic, Karl; Sharon Abrams and Majorie Morray, *SCI TECH-Reading and Writing the English of Science and Technology* (E. Hinojosa), Vol. 15, No. 4, p. 467.

Dubin, Fraida and Elite Olshtain, *Reading by All Means* (C. Qazi), Vol. 15, No. 3, p. 340.

Evans, Christopher, *The Micro Millennium* (R.R. Day), Vol. 15, No. 1, p. 73.

Flint, Austin, *Insights* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Godman, A. and E.M.F. Payne, *Longman Dictionary of Scientific Usage* (A.M. Johns), Vol. 15, No. 3, p. 338.

Gregg, Joan Young, *Communication and Culture* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Hudson, R.A., *Sociolinguistics* (R.R. Day), Vol. 16, No. 1, p. 91.

James, Gary, Charles G. Whitley and Sharon Bode, *Listening In and Speaking Out* (D.D. Matthews), Vol. 16, No. 3, p. 395.

Kaplan, Robert B., Randall L. Jones and G. Richard Tucker, (Eds.), *Annual Review of Applied Linguistics (ARAL)* (A. Roca), Vol. 16, No. 3, p. 398.

Long, Michael H. et al., *Reading English for Academic Study* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.

Mackay, Ronald and Joe Darwin Palmer (Eds.), *Languages for Specific Purposes: Program Design and Evaluation* (J.J. Hefernik), Vol. 16, No. 1, p. 93.

Maley, Alan and Alan Duff, *Drama Techniques in Language Learning* (J. Penfield), Vol. 16, No. 1, p. 96.
Munby, John, *Communicative Syllabus Design* (A. Davies), Vol. 15, No. 3, p. 332.

Nash, Rose, and Domitila Belaval (Eds.), *Readings in Spanish-English Contrastive Linguistics Volume II* (E.V. Mohr), Vol. 15, No. 1, p. 69.
Nomura, Yoko, *Pinch & Ouch: English through Drama* (T. Plaister), Vol. 16, No. 3, p. 401.

Oller, John, *Languages Tests at School* (J.E. Weaver), Vol. 15, No. 3, p. 336.

Pack, Alice C. and Lynn E. Henrichsen, *Sentence Combination: Writing and Combining Standard English Sentences: Book II* (V. Zamel), Vol. 15, No. 4, p. 468.
Pechilis, Kay D., *Look Who's Talking* (M.A. Christison and S. Bassano), Vol. 16, No. 4, p. 551.

Sonka, Amy L., *Skillful Reading* (E. Hamp-Lyons), Vol. 16, No. 2, p. 253.
Stevick, Earl, *A Way and Ways* (T. Bofman), Vol. 15, No. 1, p. 67.

Twitchin, John, *Crosstalk* (D. Levine and James Baxter), Vol. 16, No. 2, p. 245.

*Understanding TOEFL: Test Kit 1* (T.J. Homburg and M.C. Spaan), Vol. 15, No. 1, p. 75.

# *Selected Topic Index*


## APPLIED LINGUISTICS

Carrell, Patricia L., Cohesion is not Coherence, Vol. 16, No. 4, p. 497.

Jacobs, Suzanne E., Rhetorical Information as Predication, Vol. 15, No. 3, p. 237.

Johnson, Patricia, Effects on Reading Comprehension of Language Complexity and Cultural Background of a Text, Vol. 15, No. 2, p. 169.

Preston, Dennis R., The Ethnography of TESOL, Vol. 15, No. 2, p. 105.

Shuy, Roger W., Variability and the Public Image of Language, Vol. 15, No. 3, p. 315.

## BILINGUALISM

Edelsky, Carole, Writing in a Bilingual Program: The Relation of L1 and L2 Texts, Vol. 16, No. 2, p. 211.

Gale, Kathy, David McClay, Michael Christie, and Stephen Harris, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

Morsbach, Gisela, Cross-Cultural Comparison of Second Language Learning: The Development of Comprehension of English Structures by Japanese and German Children, Vol. 15, No. 2, p. 183.

Searfoss, Lyndon W., Christine C. Smith and Thomas W. Bean, An Integrated Language Strategy for Second Language Learners, Vol. 15, No. 4, p. 383.

Spolsky, Bernard, Sociolinguistics of Literacy, Bilingual Education, and TESOL, Vol. 16, No. 1, p. 141.

## CONTRASTIVE STUDIES

Zobl, Helmut, A Direction for Contrastive Analysis: The Comparative Study of Developmental Sequences, Vol. 16, No. 2, p. 169.

## CURRICULUM

Gage, Julia and David Prince, Vocational English: Preparing for a First Job, Vol. 16, No. 3, p. 349.

Henning, Grant H., Samira M. Ghawaby, William Zaki Saadalla, Mohamed Ahmed El-Rifai, Ramzy Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Johns, Ann M., Necessary English: A Faculty Survey, Vol. 15, No. 1, p. 51.

Judd, Elliot L., Language Policy, Curriculum Development, and TESOL Instruction: A Search for Compatibility, Vol. 15, No. 1, p. 59.

Kleinmann, Howard H., External Influences and their Neutralization in Second Language Acquisition: A Look at Adult Indochinese Refugees, Vol. 16, No. 2, p. 239.

Richards, Jack C. and Ted Rodgers, Method: Approach, Design, and Procedure, Vol. 16, No. 2, p. 153.

## DIALECTOLOGY (Second dialect)

Day, Richard R., Silence and the ESL Child, Vol. 15, No. 1, p. 35.

## DISCOURSE/PRAGMATICS

Carpenter, Cristin and Judy Hunter, Functional Exercises: Improving Over-

all Coherence in ESL Writing, Vol. 15, No. 4, p. 425.

Carrell, Patricia L., Cohesion is not Coherence, Vol. 16, No. 4, p. 479.

Chun, Ann E., Richard R. Day, N. Ann Chenoweth, Stuart Luppescu, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4, p. 537.

Di Pietro, Robert J., Discourse and Real-Life Roles in the ESL Classroom, Vol. 15, No. 1, p. 27.

Tarone, Elaine, Some Thoughts on the Notion of Communication Strategy, Vol. 15, No. 3, p. 285.

Wolfson, Nessa, Compliments in Cross-Cultural Perspective, Vol. 15, No. 2, p. 117.

## ENGLISH FOR SPECIAL PURPOSES

Gage, Julia and David Prince, Vocational English: Preparing for a First Job, Vol. 16, No. 3, p. 349.

Piotrowski, Maryann V., Business as Usual: Using the Case Method to Teach ESL to Executives, Vol. 16, No. 2, p. 229.

## LEXICON/DICTIONARY

Schofield, Phil, Using the English Dictionary for Comprehension, Vol. 16, No. 2, p. 185.

## LISTENING

Johns, Ann M., Necessary English: A Faculty Survey, Vol. 15, No. 1, p. 51.

Taylor, Harvey M., Learning to Listen to English, Vol. 15, No. 1, p. 41.

## LITERATURE

McKay, Sandra, Literature in the ESL Classroom, Vol. 16, No. 4, p. 529.

Preston, William, Poetry Ideas in Teaching Literature and Writing to Foreign Students, Vol. 16, No. 4, p. 489.

## METHODOLOGY (Methods)

Cardelle, Maria and Lyn Corno, Effects on Second Language Learning of Variations in Written Feedback on Homework Assignments, Vol. 15, No. 3, p. 251.

Clarke, Mark A., On Bandwagons, Tyranny, and Common Sense, Vol. 16, No. 4, p. 437.

de Bot, Kees and Kate Mailfert, The Teaching of Intonation: Fundamental Research and Classroom Applications, Vol. 16, No. 1, p. 71.

Di Pietro, Robert J., Discourse and Real-Life Roles in the ESL Classroom, Vol. 15, No. 1, p. 27.

Di Petro, Robert J., The Open-Ended Scenario: A New Approach to Conversation, Vol. 16, No. 1, p. 15.

Donahue, Meghan and Adelaide Heyde Parsons, The Use of Roleplay to Overcome Cultural Fatigue, Vol. 16, No. 3, p. 359.

Friedenberg, Joan and Curtis H. Bradley, Cummunication Skills for the Adult ESL Student: A Micro-counseling Approach, Vol. 15, No. 4, p. 403.

Johnson, Patricia, Effects on Reading Comprehension of Building Background Knowledge, Vol. 16, No. 4, p. 503.

Judd, Elliot L., Language Policy, Curriculum Development, and TESOL Instruction: A Search for Compatibility, Vol. 15, No. 1, p. 59.

Pearson, Christine R., Advanced Academic Skills in the Low-Level ESL Class, Vol. 15, No. 4, p. 413.

Piotrowski, Maryann V., Business as Usual: Using the Case Method to Teach ESL to Executives, Vol. 16, No. 2, p. 229.

Richards, Jack C., Introducing the Progressive, Vol. 15, No. 4, p. 391.
Richards, Jack C. and Ted Rodgers, Method: Approach, Design, and Procedure, Vol. 16, No. 2, p. 153.

Schachter, Jacquelyn, The Hand Signal System, Vol. 15, No. 2, p. 125.

Taylor, Barry P., Content and Written Form: A Two-Way Street, Vol. 15, No. 1, p. 5.
Taylor, Barry P., In Search of Real Reality, Vol. 16, No. 1, p. 29.
Taylor, Harvey M., Learning to Listen to English, Vol. 15, No. 1, p. 41.

Wallace, M. J., Toward a Skill-Based Analysis of EFL Teaching Skills, Vol. 15, No. 2, p. 151.
Walmsley, John B., Teacher Value Systems, Vol. 16, No. 1, p. 79.
Watson, Cynthia B., The Use and Abuse of Models in the ESL Writing Class, Vol. 16, No. 1, p. 5.

Zamel, Vivian, Cybernetics: A Model for Feedback in the ESL Classroom, Vol. 15, No. 2, p. 139.
Zamel, Vivian, Writing: The Process of Discovering Meaning, Vol. 16, No. 2, p. 195.

## PHONOLOGY/SPEAKING

Day, Richard R., Silence and the ESL Child, Vol. 15, No. 1, p. 35.
de Bot, Kees and Kate Mailfert, The Teaching of Intonation: Fundamental Research and Classroom Applications, Vol. 16, No. 1, p. 71.
Di Pietro, Robert J., The Open-Ended Scenario: A New Approach to Conversation, Vol. 16, No. 1, p. 15.

Flege, James Emil, The Phonological Basis of Foreign Accent: A Hypothesis, Vol. 15, No. 4, p. 443.

Schachter, Jacquelyn, The Hand Signal System, Vol. 15, No. 2, p. 125.

Taylor, Barry P., In Search of Real Reality, Vol. 16, No. 1, p. 29.

## PROFESSION

Freeman, Donald, Observing Teachers: Three Approaches to In-Service Training and Development, Vol. 16, No. 1, p. 21.

## PSYCHOLINGUISTICS

Bachman, Lyle F. and Adrian S. Palmer, The Construct Validation of Some Components of Communicative Proficiency, Vol. 16, No. 4, p. 449.

Cohen, Andrew D., Coordinator, Neurolinguistics and Second Language Acquisition Vol. 16, No. 3, p. 305.

Eisenstein, Miriam, Nathalie Bailey, Carolyn Madden, It Takes Two: Contrasting Tasks and Contrasting Structures, Vol. 16, No. 3, p. 381.

Genesee, Fred, Experimental Neuropsychological Research on Second Language Processing, Vol. 16, No. 3, p. 315.

Ramsey, Robert M., A Technique for Interlingual Lexico-Semantic Comparison: The Lexigram, Vol. 15, No. 1, p. 15.

Scovel, Thomas, Questions Concerning the Application of Neurolinguistic Research to Second Language Learning/Teaching, Vol. 16, No. 3, p. 323.
Seliger, Herbert W., On the Possible Role of the Right Hemisphere in Second Language Acquisition, Vol. 16, No. 3, p. 307.

Zamel, Vivian, Cybernetics: A Model for Feedback in the ESL Classroom, Vol. 15, No. 2, p. 139.

## READING

Blau, Eileen K., The Effect of Syntax on Readability for ESL Students in Puerto Rico, Vol. 16, No. 4, p. 517.

Hill, Susan S., Betty F. Soppelsa, Gregory K. West, Teaching ESL Students to

Read and Write Experimental-Research Papers, Vol. 16, No. 3, p. 333.

Johnson, Patricia, Effects on Reading Comprehension of Language Complexity and Cultural Background of a Text, Vol. 15, No. 2, p. 169.

Johnson, Patricia, Effects on Reading Comprehension of Building Background Knowledge, Vol. 16, No. 4, p. 503.

Schofield, Phil, Using the English Dictionary for Comprehension, Vol. 16, No. 2, p. 185.

## SECOND LANGUAGE ACQUISITION

Alptekin, Cem, Sociopsychological and Pedagogic Consideration in L2 Acquisition, Vol. 15, No. 3, p. 275.

Bachman, Lyle F. and Adrian S. Palmer, The Construct Validation of Some Components of Communication Proficiency, Vol. 16, No. 4, p. 449.

Cardelle, Maria and Lyn Corno, Effects on Second Language Learning of Variations in Written Feedback on Homework Assignments, Vol. 15, No. 3, p. 251.

Chun, Ann E., Richard R. Day, N. Ann Chenoweth, Stuart Luppescu, Types of Errors Corrected in Native-Nonnative Conversations, Vol. 16, No. 4, p. 537.

Cohen, Andrew D., Coordinator, Neurolinguistics and Second Language Acquisition, Vol. 16, No. 3, p. 305.

Eisenstein, Miriam, Nathalie Bailey, Carolyn Madden, It takes Two: Contrasting Tasks and Contrasting Structures, Vol. 16, No. 3, p. 381.

Ferris, M. Roger and Robert L. Politzer, Effects of Early and Delayed Second Language Acquisition: English Composition Skills of Spanish-Speaking Junior High School Students, Vol. 15, No. 3, p. 263.

Flege, James Emil, The Phonological Basis of Foreign Accent: A Hypothesis, Vol. 15, No. 4, p. 443.

Fraser, Bruce, Insulting Problems in a Second Language, Vol. 15, No. 4, p. 435.

Genesee, Fred, Experimental Neuropsychological Research on Second Language Processing, Vol. 16, No. 3, p. 315.

Morsbach, Gisela, Cross-Cultural Comparison of Second Language Learning: The Development of Comprehension of English Structures by Japanese and German Children, Vol. 15, No. 2, p. 183.

Scovel, Thomas, Questions Concerning the Application of Neurolinguistic Research to Second Language Learning/Teaching, Vol. 16, No. 3, p. 323.

Selinger, Herbert W., On the Possible Role of the Right Hemisphere in Second Language Acquisition, Vol. 16, No. 3, p. 307.

Tarone, Elaine, Some Thoughts on the Notion of Communication Strategy, Vol. 15, No. 3, p. 285.

Zobl, Helmut, A Direction for Contrastive Analysis: The Comparative Study of Developmental Sequences, Vol. 16, No. 2, p. 169.

## SOCIOLINGUISTICS/CULTURE

Alptekin, Cem, Sociopsychological and Pedagogic Consideration in L2 Acquisition, Vol. 15, No. 3, p. 275.

Fraser, Bruce, Insulting Problems in a Second Language, Vol. 15, No. 4, p. 435.

Gale, Kathy, David McClay, Michael Christie, and Stephen Harris, Academic Achievement in the Milingimbi Bilingual Education Program, Vol. 15, No. 3, p. 297.

Kleinmann, Howard H., External Influences and their Neutralization in Second Language Acquisition: A Look at Adult Indochinese Refugees, Vol. 16, No. 2, p. 239.

Preston, Dennis R., The Ethnography of TESOL, Vol. 15, No. 2, p. 105.

Shuy, Roger W., Variability and the Public Image of Language, Vol. 15, No. 3, p. 315.

Spolsky, Bernard, Sociolinguistics of Literacy, Bilingual Education, and TESOL, Vol. 16, No. 1, p. 141.

Wolfson, Nessa, Compliments in Cross-Cultural Perspective, Vol. 15, No. 2, p. 117.

## SYLLABUS/MATERIALS

Donahue, Meghan and Adelaide Heyde Parsons, The Use of Roleplay to Overcome Cultural Fatigue, Vol. 16, No. 3, p. 359.

Friedenberg, Joan and Curtis H. Bradley, Communication Skills for the Adult ESL Student: A Micro-counseling Approach, Vol. 15, No. 4, p. 403.

Pearson, Christine R., Advanced Academic Skills in the Low-Level ESL Class, Vol. 15, No. 4, p. 413.

## SYNTAX

Blau, Eileen K., The Effect of Syntax on Readability for ESL Students in Puerto Rico, Vol. 16, No. 4, p. 517.

Richards, Jack C., Introducing the Progressive, Vol. 15, No. 4, p. 391.

## TEACHER TRAINING

Clarke, Mark A., On Bandwagons, Tyranny, and Common Sense, Vol. 16, No. 4, p. 437.

Freeman, Donald, Observing Teachers: Three Approaches to In-Service Training and Development, Vol. 16, No. 1, p. 21.

Walmsley, John B., Teacher Value Systems, Vol. 16, No. 1, p. 79.

## TESTING

Bachman, Lyle F., The Trait Structure of Cloze Test Scores, Vol. 16, No. 1, p. 61.

Brodkey, Dean and Rodney Young, Composition Correctness Scores, Vol. 15, No. 2, p. 159.

Cziko, Gary A., Improving the Psychometric, Criterion-Referenced, and Practical Qualities of Integrative Language Tests, Vol. 16, No. 3, p. 367.

Farhady, Hossein, Measures of Language Proficiency from the Learner's Perspective, Vol. 16, No. 1, p. 43.

Henning, Grant H., Samira M. Ghawaby, William Zaki Saadalla, Mohamed Ahmed El-Rifai, Ramzy Kamel Hannallah, Mohamed Said Mattar, Comprehensive Assessment of Language Proficiency and Achievement among Learners of English as a Foreign Language, Vol. 15, No. 4, p. 457.

Henning, Grant H., Growth-Referenced Evaluation of Foreign Language Instruction Programs, Vol. 16, No. 4, p. 467.

## VOCABULARY USAGE

Ramsey, Robert M., A Technique for Interlingual Lexico-Semantic Comparison: The Lexigram, Vol. 15, No. 1, p. 15.

Wallace, M. J., Toward a Skill-Based Analysis of EFL Teaching Skills, Vol. 15, No. 2, p. 151.

## WRITING

Brodkey, Dean and Rodney Young, Composition Correctness Scores, Vol. 15, No. 2, p. 159.

Carpenter, Cristin and Judy Hunter, Functional Exercises: Improving Overall Coherence in ESL Writing, Vol. 15, No. 4, p. 425.

Edelsky, Carole, Writing in a Bilingual Program: The Relation of L1 and L2 Texts, Vol. 16, No. 2, p. 211.

Ferris, M. Roger and Robert L. Politzer, Effects of Early and Delayed Second Language Acquisition: English Composition Skills of Spanish-Speaking Junior High School Students, Vol. 15, No. 3, p. 263.

Hill, Susan S., Betty F. Soppelsa, Gregory K. West, Teaching ESL Students to Read and Write Experimental-Research Papers, Vol. 16, No. 3, p. 333.

Jacobs, Suzanne E., Rhetorical Information as Predication, Vol. 15, No. 3, p. 237.

Preston, William, Poetry Ideas in Teaching Literature and Writing to Foreign Students, Vol. 16, No. 4, p. 489.

Searfoss, Lyndon W., Christine C. Smith and Thomas W. Bean, An Integrated Strategy for Second Language Learners, Vol. 15, No. 4, p. 383.

Taylor, Barry P., Content and Written Form: A Two-Way Street, Vol. 15, No. 1, p. 5.

Watson, Cynthia B., The Use and Abuse of Models in the ESL Writing Class, Vol. 16, No. 1, p. 5.

Zamel, Vivian, Writing: The Process of Discovering Meaning, Vol. 16, No. 2, p. 195.